



Hickory Tavern Elementary

163 Neely Ferry Road
Gray Court, South Carolina

Grades	PK-5 Elementary School	
Enrollment	510 Students	
Principal	Mary Ann Crouch	864-575-2126
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

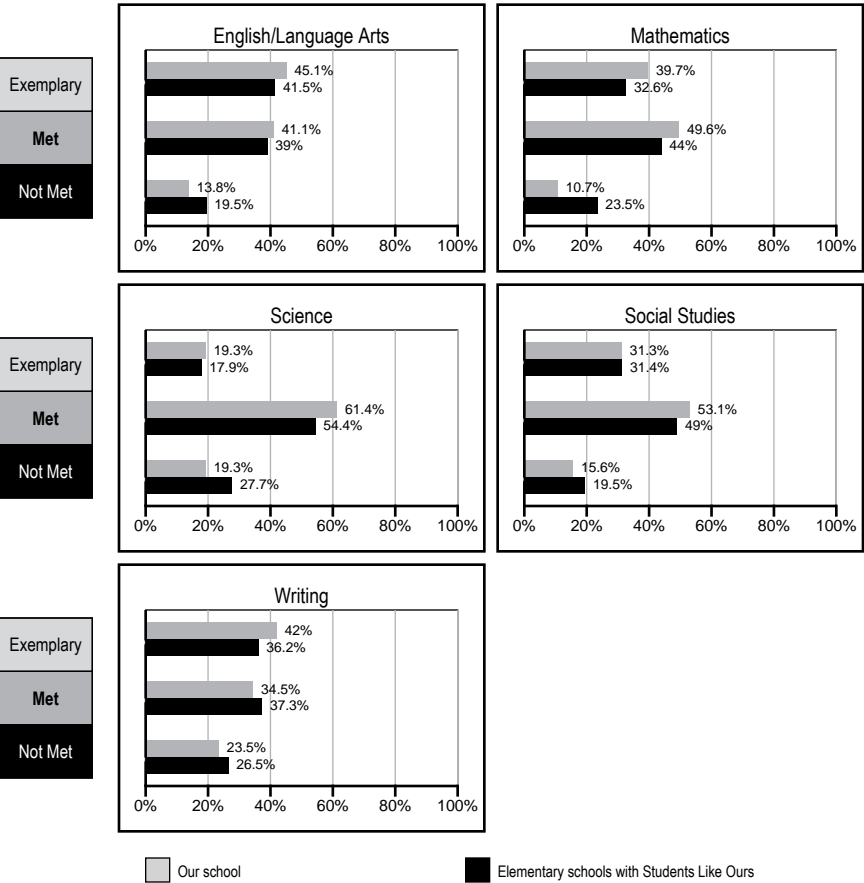
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	27	50	1	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=510)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 3.4%	1.8%	1.9%
Attendance rate	96.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	10.4%	Up from 9.4%	12.3%	10.0%
With disabilities other than speech	7.8%	Down from 8.7%	7.8%	7.7%
Older than usual for grade	0.8%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Down from 51.6%	57.9%	59.4%
Continuing contract teachers	90.0%	Up from 77.4%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Down from 87.8%	87.5%	85.9%
Teacher attendance rate	92.8%	Down from 94.7%	95.3%	95.1%
Average teacher salary*	\$46,229	Up 4.5%	\$46,824	\$47,149
Professional development days/teacher	17.6 days	Down from 17.9 days	10.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 89.2%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,013	Up 6.9%	\$6,927	\$7,458
Percent of expenditures for instruction**	66.2%	Up from 63.2%	69.9%	68.8%
Percent of expenditures for teacher salaries**	64.6%	Up from 60.1%	64.6%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This year at Hickory Tavern Elementary School (HTE) has been about change and moving forward with a determination for excellence. Our students, parents, and teachers joined together to "Saddle Up For Success!" After all, the mission of Hickory Tavern Elementary is to create a community of leaders who are responsible and productive citizens. HTE has reached out to the community to lend support and has encouraged our parents to take an active part in their children's education. The generosity of our students never fails to amaze everyone. During the Souper Bowl of Caring campaign in February, we collected 2,421 cans of food and donated them to the Laurens County Food Ministry. HTE also participated in the first "Join Hands Day," a community sponsored event, which collected canned goods and money for another local food bank. The students also contributed money to support needy families at Christmas, Pennies for Patients, Relay for Life, Jump Rope/Hoops for Heart, and Pennies for Peace. Involvement in programs such as these promotes community awareness and civic responsibility in our students. We are also proud to have had a student who received first place in the SC Salute to Manufacturing Art Contest. A school can truly be successful only if it has the support of its parents and community. A continued increase has been seen in parental and community involvement in a wide range of school activities, such as Open House, Parent Conferences, Family Nights, Parent Volunteer Training, Field Day, Awards Day, Character Education workshops, and Veteran's Day. The School Improvement Council (SIC) has continued to lay the groundwork for establishing a Parent Teacher Organization (PTO) to begin the 2009-2010 school year. The PTO by-laws were written and accepted, and the initial officers were selected. It is the desire of the SIC for the PTO to benefit the school financially and amplify parent, school, and community relationships. School initiatives such as single-gender classes, "Keep Learning on Track" pilot program, ALEKS (Assessment and Learning in Knowledge Spaces), Panther Cubs Archery Team, Arts Day, and grants play an important role in the success of our students to reach higher academic levels. Title I funds have continued to provide extended learning opportunities for our students. Our commitment to education is the one constant in our ever changing future. Hickory Tavern Elementary School is dedicated to providing excellence to all of our students. It is our desire for parents, students, community, and school to work together to produce successful life-long learners and productive citizens. Mary Ann Crouch, Principal; Ellen Armstrong, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	80	61
Percent satisfied with learning environment	100.0%	96.3%	78.7%
Percent satisfied with social and physical environment	100.0%	88.6%	86.9%
Percent satisfied with school-home relations	93.5%	89.9%	85.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	235	100	13.8	41.1	45.1	93.3	85.4	82.8	Yes	Yes
Gender										
Male	115	100	18.3	42.2	39.4	89.9	81.5	79.3	N/A	N/A
Female	120	100	9.6	40	50.4	96.5	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	206	100	13.6	39.2	47.2	93.5	89.5	89.5	Yes	Yes
African American	19	100	18.8	62.5	18.8	87.5	77.1	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	46	100	28.9	46.7	24.4	80	62.4	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	132	100	20.3	46.3	33.3	87.8	81.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	235	100	10.7	49.6	39.7	92	81.1	78.9	Yes	Yes
Gender										
Male	115	100	14.7	45.9	39.4	88.1	78.5	77	N/A	N/A
Female	120	100	7	53	40	95.7	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	206	100	10.6	47.2	42.2	92.5	84.9	87.2	Yes	Yes
African American	19	100	6.3	81.3	12.5	93.8	72.8	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	46	100	28.9	46.7	24.4	75.6	50.8	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	132	100	17.1	51.2	31.7	87.8	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	153	100	19.3	61.4	19.3	80.7	65.7	67.5
Gender								
Male	79	100	20	60	20	80	65.3	67
Female	74	100	18.6	62.9	18.6	81.4	66.1	68
Racial/Ethnic Group								
White	132	100	18.1	61.4	20.5	81.9	74.5	79.5
African American	15	100	N/AV	N/AV	N/AV	76.9	48.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	53.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	100	52.9	35.3	11.8	47.1	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	52.9	59.6
Socio-Economic Status								
Subsided meals	88	100	28.4	63	8.6	71.6	58.2	55.1

Social Studies

All Students	151	100	15.6	53.1	31.3	84.4	69.3	72.3
Gender								
Male	72	100	18.6	50	31.4	81.4	66.6	71.5
Female	79	100	13	55.8	31.2	87	72.1	73.2
Racial/Ethnic Group								
White	137	100	15.7	52.2	32.1	84.3	74.3	80.7
African American	9	I/S	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	56.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	25	100	36	44	20	64	42.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	55.6	67.9
Socio-Economic Status								
Subsided meals	81	100	21.8	53.8	24.4	78.2	63.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	234	98.3	22.1	35.1	42.8	77.9	72.1	70.2	96.1	96
Gender										
Male	115	98.3	30.6	37	32.4	69.4	65.4	63.2	95.8	95.9
Female	119	98.3	14	33.3	52.6	86	79.4	77.5	96.3	96.1
Racial/Ethnic Group										
White	207	99	22.1	34.2	43.7	77.9	76.3	79.1	95.9	95.6
African American	17	88.2	35.7	35.7	28.6	64.3	64.5	57.6	97.3	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.5	97.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66	62.6	98.5	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.1
Disability Status										
Disabled	45	100	54.5	31.8	13.6	45.5	30.8	26.1	95.1	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	94.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.2	61.2	98.6	97.5
Socio-Economic Status										
Subsidized meals	130	98.5	27.6	42.3	30.1	72.4	67.9	58.9	95.8	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	84	100	13.9	39.2	46.8	86.1
	4	69	100	11.8	45.6	42.6	88.2
	5	82	100	15.6	39	45.5	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	84	100	13.9	39.2	46.8	86.1
	4	69	100	11.8	48.5	39.7	88.2
	5	82	100	6.5	61	32.5	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	25	45	30	75
	4	69	100	17.6	63.2	19.1	82.4
	5	41	100	16.2	75.7	8.1	83.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	41	100	25.6	53.8	20.5	74.4
	4	69	100	8.8	58.8	32.4	91.2
	5	41	100	17.5	42.5	40	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	85	100	20	32.5	47.5	80
	4	70	97.1	23.9	35.8	40.3	76.1
	5	79	97.5	22.7	37.3	40	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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